

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

15 July 2014

Mr Craig Morrison
Principal
King's Lynn Academy
Queen Mary Road
King's Lynn
Norfolk
PE30 4QG

Dear Mr Morrison

No formal designation monitoring inspection of King's Lynn Academy

Following my visit to your academy on 14 July, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was a monitoring inspection carried out in accordance with no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because the Chief Inspector was concerned about behaviour at the academy. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve behaviour.

Evidence

I gathered a range of evidence including:

- observations of pupils' behaviour and their attitudes to learning in lessons
- observations of pupils' behaviour throughout the day, including discussion with pupils
- scrutiny of documentary evidence
- discussions with leaders and staff.

Having considered all the evidence I am of the opinion that at this time:

Behaviour and safety are good.

Context

King's Lynn Academy is a smaller-than-average secondary school sponsored by The College of West Anglia. The proportion of students eligible for the pupil premium (extra government funding to support particular groups of students) is above average. The proportion of disabled students and those with special educational needs is above that found nationally. The proportion of students supported through school action, school action plus or who have a statement of special educational needs is above average. The proportion of students who speak English as an additional language is above average. The proportion of students who join or leave the academy other than at the usual transfer times is higher than in most secondary schools.

Behaviour and safety of pupils

The academy provides a safe environment. Students appreciate and respect their new buildings and facilities. They enjoy good relationships with teachers, other adults and each-other. Students say that they feel safe in all areas of the site, at all times, and that the academy's leaders follow up any incidents of bullying that occur effectively. Leaders and teachers reinforce high expectations concerning conduct around the academy consistently, and do not tolerate poor behaviour. They demonstrate appropriate ways to interact with others through the calm and respectful way in which they relate to students. Pastoral leaders know the individual circumstances of students well, and ensure that all are well cared-for. Leaders keep individuals who find it difficult to manage their behaviour in school, and ensure that they complete their work away from others when this is necessary. This has helped to minimise the academy's use of the sanction of temporary exclusion. Attendance levels, though still below the national average, have increased over the past year because leaders have taken steps to minimise absence, including emphasising the importance of regular attendance with students and parents.

Students indicate that behaviour within lessons is usually good, and that it has improved considerably over the past year. This is supported by the school's monitoring data. Students move from lesson to lesson quietly, calmly and quickly; lessons get off to a swift start. Students usually treat their teachers with respect, but the behaviour of a few sometimes deteriorates when their usual teacher is absent. Sometimes, students are so keen to answer questions that several offer their views at once.

Teachers manage behaviour consistently to ensure that disruption to learning is minimised; any students who repeatedly disrupt the learning of others work within the school's 'inclusion room' for a period of time. This sanction has been effective in establishing high expectations, and is having to be used less frequently as a result. The academy's reward systems have also had an impact; all teachers issue 'reward points', which are valued by students. The academy's leaders encourage students to have high aspirations for their futures, and help them gain a clear understanding of the qualifications they will need to reach their goals. This helps to promote good behaviour.

Priorities for further improvement

- establish clear expectations about how students should contribute during class discussions, so that 'calling out' of answers is avoided
- ensure that leaders have high expectations of students' behaviour during all lessons, including during those when their usual teacher is absent.

I am copying this letter to the Director of Children's Services, to the Secretary of State for Education, the Chair of the Governing Body and the Academies Advisers Unit at the Department for Education. This letter will be published on the Ofsted website.

Yours sincerely

Jason Howard
Her Majesty's Inspector